

Jamestown Arts Center  
Gussner Elementary 4<sup>th</sup> Grade  
Creative Writing, Book Making

**Schools and Artist as Learning Teams (SALT)**  
**Ongoing Assessment and Final Reflection**  
**2006-2007**

# NEED

Increased awareness of the importance of writing as a life long activity and its use as a problem solving vehicle.

# ENDURING UNDERSTANDING

Creative Writing frees each students unique voice.

Book Making frees the unique visual craft within each student.

Creative Writing and Book Making solve problems through character development and book design that reflects the story.

# ESSENTIAL QUESTIONS

Who is your main character?

What does your character want more than anything?

What problem does your character face?

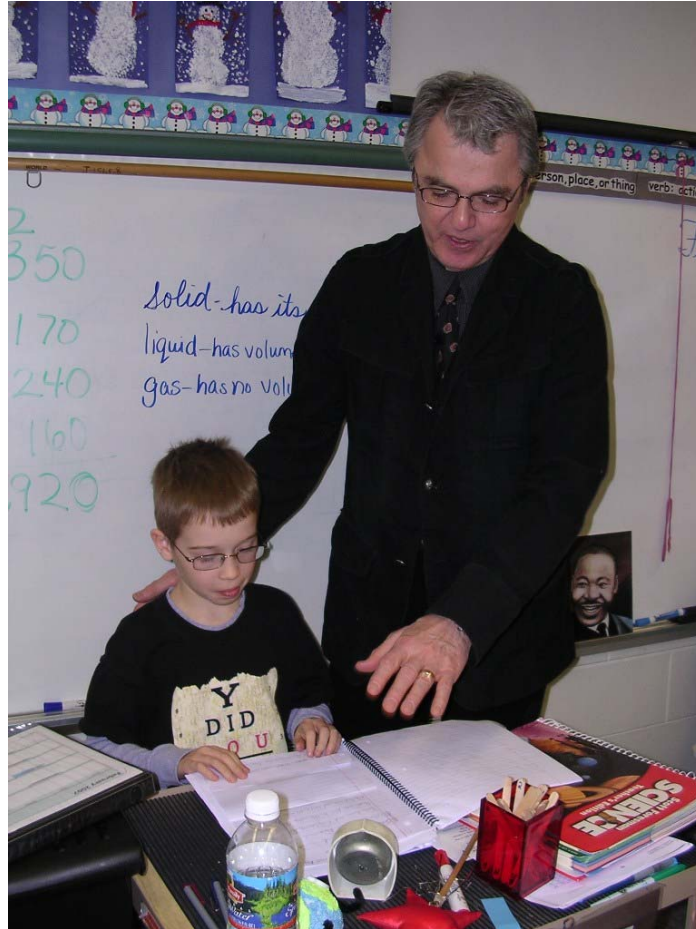
How does your character solve the problems he or she faces?

How will your book design reflect the stories you tell

Will the cover design reflect the contents?

What did you learn as you constructed the cover and the pages of your book?

# ACTIVITIES



Character Review

# ACTIVITIES



- Book Assembly

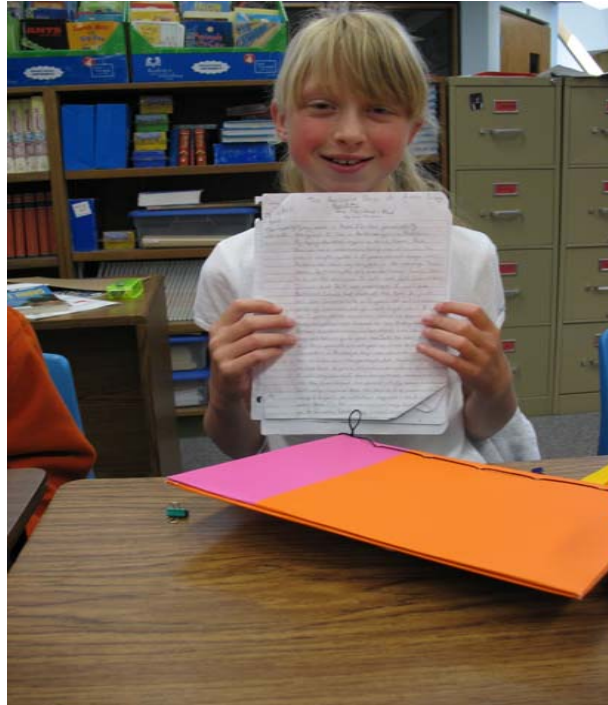
# Evidence of Understanding



**We have great imagination and can  
do anything.**

**Haley – “*The Wonders of  
Jamestown*”**

# Evidence of Understanding

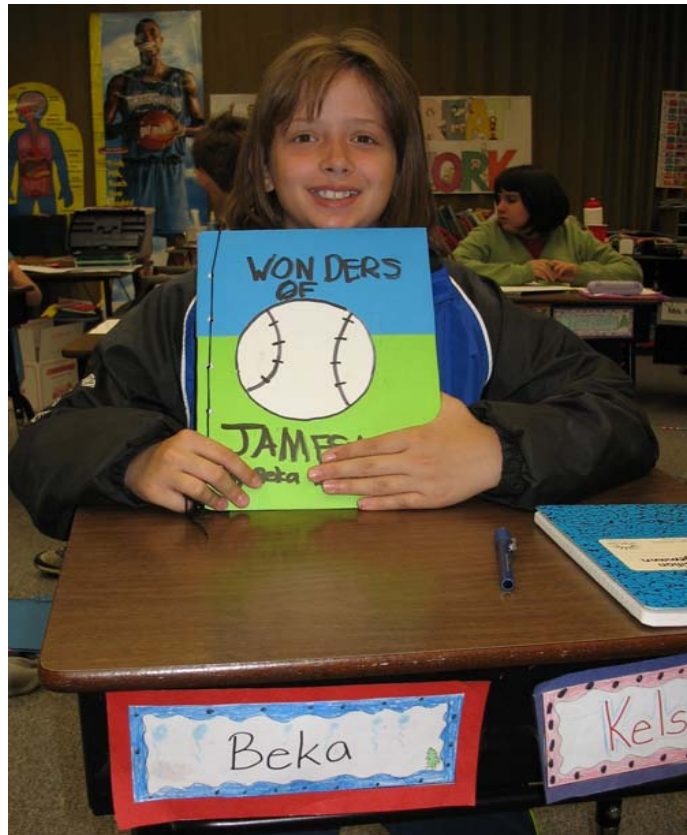


You can make any story and any design that you want.

Sarah - *“The Awesome Days of Anna Grey”*

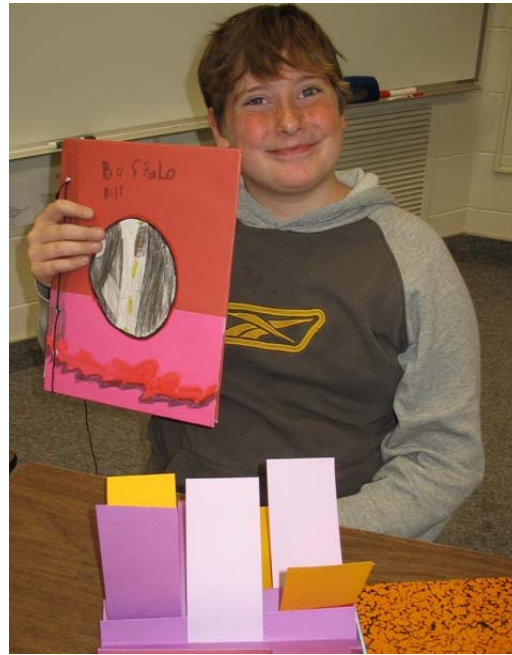


# Evidence of Understanding



- I learned about the 7 Wonders of Jamestown
- Beka – “*The Wonders of Jamestown*”

# Evidence of Understanding



- I learned that when you write, you create characters.
- Harley – *“Buffalo Bill”*

# Evidence of Understanding

## **Tricia G. 4<sup>th</sup> Grade Teacher**

“The kids are much more thoughtful when solving math problems.”

“The kids took pride in their work and were excited to share.”

## **Marlene L. 4<sup>th</sup> Grade Teacher**

“Covered State Standard # 3 “Engaged in writing process” and a portion of #6 “Understand and use principles of language.”

“More than one student started with no desire to write, but ended with a great desire to write more stories.”

# Evidence of Understanding

Bill K. Artist - Creative Writing

“I want to be a writer and an Artist in Residence in Creative Writing” Dorian S.

Teachers and students saw each other as writers.

Bonnie T. Artist – Book Making

The kids solved problems on their own.  
They mentored each other.

# Reflective Questions based on the work

- **As a result of examining the student work, what do you know now?**
- Students need instructions in verbal and visual forms.
- Scheduling impacts the project: time of year, timing of writing related to bookmaking.
- Tangible items forged engagement: Ice Dragon, photos of 7 wonders.
- **What patterns or trends are you seeing?**
- Much more confidence in each students ability to write.
- Brought in their own books for book identification process.
- **What is the evidence that students are learning?**
- Sharing uses elements of the instruction to give positive reinforcement.
- They help each other solve story problems.
- Some of the hardest to reach kids are writing and enjoying the teachers writings.

# **Reflective Questions based on the work**

- **What identifies the gap between what we want students to know and what we see in the work?**
- Ideas, word choice, sentence fluency, voice, organization and corresponding illustration are there. Presentation needs further work. We tried to do too much in the time allotted.

# What will we do next?

- Start in the Fall.
- Blend writing and book making classes - establish function for each book.
- Improve communication with all elements – school board, arts council, arts center, teachers and artists. Regular update meetings during the year.
- Establish pre-assessment examples.
- Possibly stay with current students into fifth grade.
- Possibly establish sister school to share program with. Gussner – Roosevelt: Gussner – St. Johns.

# SOURCES

- Arts and School as Partners (ASAP) is part of the Perpich Center's Minnesota Arts Education Network. This initiative is funded by the McKnight Foundation and state funds appropriated by the Minnesota Legislature.
- Schools and Artists as Learning Teams (SALT) is a grant program of the North Dakota Council on the Arts (NDCA). NDCA is a service and program agency of the state, established in 1967 by the State Legislature to develop the arts and to promote and support the arts in North Dakota. Grant funds are made available by the National endowment for the Arts and appropriations from the state of North Dakota.
- All students and adults included in the photographs of this slideshow presentation have signed permission slips, which have been submitted in paper form to the ASAP office and are on file at the school office.